



Attica Consol. Schools

II. Project Abstract

Briefly (500 words maximum) describe the proposed project clearly and concisely using the space provided.

In our small rural communities our students need to have the sense of a global perspective as they prepare for college and their lives beyond the formal educational world. In order for students to truly learn language they need to learn it in an authentic environment and in an environment in which they, as digital natives, are comfortable and is second nature to them. Attica Consolidated School Corporation will add a technology enriched twenty-first century classroom equipped with digital tools to enhance daily instruction for the World Language program. In addition to collaborating with the partner school, students will communicate actively with a school in Colotlán, Jalisco, Mexico. Having individuals who embrace technology to improve teaching and learning is a key factor in the successful implementation of changes due to technology innovation. The key teachers in this proposal will serve as role models for other.

As a result of this plan, the percentage of Academic Honors Diplomas will increase as more students complete three years of Spanish instruction. The World Language Standards are intertwined with English Language Arts standards. Students with two years of Spanish instruction in this technology rich environment will perform better on the end of course assessment for English 10. The Spanish curriculum requires reading comprehension and prompted writing, hence an increase in comprehension and performance on prompted writing exams will improve. Students in this program will meet the goals of the school technology plan.

The project would include purchasing 32 computers with webcams, an interactive whiteboard, Spanish software, document camera, and a teacher control center. The computers will be equipped with Windows XP in Spanish to better provide a real-Spanish environment. Additionally, keyboards will be in Spanish.

Technology would provide students the opportunity to listen to authentic material via online Spanish radio stations and websites such as: **Nuevos horizontes** [www.nuevoshorizontes.org](http://www.nuevoshorizontes.org) ; **Español en vivo** <http://delta-systems.com/> ; **Think Spanish** [www.thinkspanish.com](http://www.thinkspanish.com); **Yabla.com**; **BBC en español** <http://news.bbc.co.uk/hi/spanish/news/>; **Radio Naciones Unidas** <http://www.un.org/radio/es/>; and **CNN en español** <http://www.cnn.com/espanol/>. Students would also have the opportunity to read authentic material, including but not limited to online newspapers such as: El Sol, La Jordana, Público; El Mundo; and El País.

Students would engage in Web Quests from Classzone from McDougal Littell. Using Web Quests provide project-based, collaborative learning experiences between the two schools.

Grammar and vocabulary review would be done using Classzone, LearnSpanish.com, and other excellent sources provided through the American Council for Foreign Language Learning.

Assessment of Spanish learning would occur through assessments created on Quia (an online assessment website) and Classzone. These assessments provide instant feedback with recommended remediation.

Spanish AP will be facilitated by providing students the opportunity for authentic listening, reading and writing. Students will develop and maintain a lingual folio.

The instructor will model effective and active use of twenty-first century digital instructional tools for other teachers. He will use scheduled staff development sessions to demonstrate and assist teachers. Use of these tools will demonstrate the relevance of using modern instructional tools and methods to engage students. The effectiveness of this mode of instruction will provide veteran teachers with "buy-in" for the "new" technology and increase their comfort level.